**LIS 626: Teaching Methodologies for School Media Specialists**

Palmer School of Library & Information Science, Long Island University

Summer 2010, Westchester Graduate Campus

Professor: Mrs. Linda Chapman

**Template for Final Assignment: Instructional Strategies Matrix**

Your task: Create a matrix that that includes teaching strategies you can use to teach information literacy and research skills effectively. Include examples of when each strategy could be used and how you might use technology to increase student learning.

In developing this matrix you should draw upon our class experiences as well as required textbooks and assigned readings. Include a bibliography of all resources consulted.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructional Strategy** | **Purpose** | **How might you use this strategy? When?** | **How does this strategy relate to our Standards and Benchmarks?** | **How might technology facilitate student learning using this strategy?** |
| Constructivism\* | To generate knowledge and meaning from experiences. | By using scaffolding, differentiation, and collaboration to ensure that each student’s learning style is considered in the process. | Relates well…the student has to take responsibility for learning while the teacher is the facilitator. Collaboration is encouraged. | Since today’s students are technology natives, using these tools in a lesson gives it more meaning and connectivity to their lives. |
| Lecture | To provide information to the entire class.  Used to introduce a new concept or area of study.  In inquiry-based libraries, this teacher-directed strategy would be followed by active and authentic learning tasks.  Also useful to summarize and review. | To introduce a new area (e.g., Implications of brain research to teaching; What you need to know about plagiarism; How do I take good notes?)  To ensure that students had the same background information (e.g., Neuroscience 1).  Usually used at the beginning of a class. | Hmmm…. Not a perfect match, but necessary at times. | PowerPoint slides can help students make meaning. They can focus attention on what is truly important. Paper copies of the slides can serve as notes. You can incorporate many resources within a lecture delivered with PowerPoint (e.g., video clips, primary documents, links to the Internet). |
| Demonstration | To show students what they are expected to do. | Should be used at the beginning and throughout a lesson with numerous examples and modeling. | Relates well since it provides more differentiated instruction for hands-on learners, rather than just lecturing. It also gives students a chance to ask questions if the demonstration isn’t clear and helps them understand what is expected. | Technology isn’t needed for a demonstration, however, demonstration is a useful way to show students how to use technologies, such as how to create an animoto video or powerpoint. |
| Think Alouds | To model the thought process for students. | Should be used, especially with younger students, to help them consider where they are in a process and how to proceed. | Relates as a way to promote critical thinking and reflection. | Technology is not needed. |
| Drill and practice | To give students the repetition they need to acquire a new skill. | This would be a good approach for a math teacher teaching basic facts, but I don’t suspect it would be used in the library. | Not a great match, but sometimes necessary for automaticity. | Can use technology by providing websites that provide time tests such as brain pop. |
| Cooperative learning | To place students in groups of varying abilities and use different activities to acquire knowledge. | This would be a good technique for team building. Ideal for group projects, but too much use can backfire since students also need to work independently. | Great match since there is differentiation and collaboration. Students gain from incorporating different strengths and points of view of the group. | A technology-based assessment portion can give students with strong computer skills a chance to contribute positively. |
| Inquiry-learning | To encourage students to find their own meaning from facts and relationships in order to develop knowledge. | This is a great way to collaborate with a science teacher to conduct investigations by asking questions, making predictions, gathering evidence, and constructing explanations. | Good match since it encourages critical thinking and student discovery. | Technology could be used for lessons. For example, tracking satellite images of weather patterns or using google earth for environmental lessons. |
| Concept mapping | A form of scaffolding used to provide a visual map of connections from what was known to what is learned. | This can be used at the beginning of a semester to adjust a lesson plan so the information isn’t too easy or difficult. It can also be used at the end for students to reflect on how far they’ve come. | Good fit for standards since it considers the students’ existing knowledge, encourages reflection, and places responsibility for learning with students. | Technology is not necessary, but mapping can be done on a smart board or computer. |
| Small group discussion | To encourage a sense of community and cooperative learning. Helps with differentiation when students of various learning styles are placed together. | Useful at the beginning of a semester to help students bond and before a project to allow students to brainstorm ideas. | Is a fit since it encourages cooperative learning, consideration of multiple points of views, and collaboration. | A wiki would useful to allow shy students a voice. |
| Socratic Seminars | To help students gain a deeper understanding of subject matter through a dialectic dialog with questions and answers. | Useful for teaching complex issues that may have more than one answer. Perfect for history and current events lessons. | Great fit since it promotes critical thinking through higher level questions and consideration of multiple points of view. | Technology not necessary. |
| Questioning | To facilitate learning on a deeper level by asking students questions rather than just lecturing. | This should be used often to prompt interest and check for understanding. | Great fit since questions can go from high to low on Bloom’s Taxonomy and help students develop insights instead of just memorize content. | Technology not necessary but can be incorporated to promote interest. |
| Differentiating instruction | To provide a fitting learning model for each student since each has a different readiness, interests and learning profile. | This should be used in the content, process and assessment portion of lessons. | Meets standards by giving all students a chance to achieve to the best of their abilities. | Technology provides great opportunities for differentiation since it benefits visual and auditory learners. Ex: an animoto can be used for assessment instead of a written assignment. |
| Jigsaw | To allow members of a group each a chance to become an expert in one area of a subject and then share their knowledge with the other members of the group. | This is a useful way to cover a lot of information in a short amount of time. | This is a decent match since it involves collaboration, but the students aren’t working together as much as each providing a piece to the puzzle. | Technology can play a part. A wiki is a great place for members of a group to post their findings. |
| Madeline Hunter (direct instruction strategies) | To provide guided practice, closure and independent practice of a curriculum goal all in one lesson plan. | Should be used when a one-day lesson plan is needed or ideally as a portion of a UBD plan. | Is a perfect match for old standards, but is limiting for meeting new standards. | Technology can be used, especially for the anticipatory set or assessment piece. Ex: a youtube video for the anticipatory set |
| Raft | To allow students to explore a topic from numerous points of views through a variety of Roles, Activities, Formats, and Tasks. | This should be a commonly used assessment tool to provide differentiation. It is especially useful to cover topics where there are numerous points of view. | This is a great fit since it requires students to think critically and consider numerous points of view. It is also ideal for differentiation. | Technology should be incorporated to provide a variety of formats for tasks. |
| WebQuest | To provide an inquiry-based online learning experience where students participate in groups. | This provides a great framework for coverage of a lot of material in a focused way. | Has it all. Collaboration, differentiation, and the technology hook that keeps students engaged. | Technology is key. |
| KWL chart | To provide students with a graphic organizer listing what is known, what we want to know and what we learned. | Should be used throughout a lesson. First to frame it, then to check understanding, finally for reflection. | Is a fit since it incorporates consideration of prior knowledge, scaffolding, differentiation and reflection. | Technology is not needed, but a smart board would be useful. |
| Journal | To give students a place to reflect upon what is learned. | This should be used over the course of study to help students build upon ideas as they learn. | This fits since students are thinking critically as they reflect and synthesize prior knowledge with new information. | Technology allows for an online journal, but pen and paper work just as well. |
| Ticket to leave | To provide an opportunity for students to reflect on a question at the end of a lesson by writing down their thoughts before being dismissed. | This can be used at the end of each class throughout a unit lesson. It provides a glimpse at where the students are in their understanding. | This works because it provides opportunities for reflection and change mid-stream, if necessary, to improve the learning process. | No need for technology. |
| Reflection | To promote understanding by having students consider what they’re learning and connect it to prior understandings. | Should be used consistently to keep students in tune to their progress and regressions, as well as their strengths and weaknesses. | This fits because it makes students aware of their own learning style so they can proceed in the best way for them to gain the most from a lesson. | No need for technology, but reflections can occur online. |
| UbD | For students to use higher level critical thinking to develop their own understandings of key ideas through questioning and investigations that draw thoughtful conclusions. | This is an ideal way to connect the important points of an entire unit. | A great fit since it helps students develop enduring understandings of the most important curriculum themes through differentiated instruction that fits their learning needs. | Technology provides opportunities for differentiated instruction and assessments such as animotos, powerpoints, wikis, and podcasts. |
| Pointing to  Text | To provide each students an opportunity to share his/her ideas on a key passage from a shared reading. | This is a good way to shine a light on key points in a text by using the novelty of a different student presenter. | This fits because it keeps all students actively engaged in learning and provides opportunities for collaboration and discussion. | No need for technology unless the reading is on a powerpoint or smart board. |
| Final Word | To provide students an opportunity to give their two cents on a group reading. | This again should be used to highlight key points. It provides for a bit more discussion than pointing to text. | This strategy allows for equity in the learning environment since all students have their opinions heard. | Technology not needed again except when reading is on powerpoint or smart board. |
| DBQs | To help students analyze documents and interpret them within the context of their learning. | Primary documents can enrich learning throughout a unit, but can be especially useful in reinforcing readings. Should be used to prepare for NY state tests. | A good fit because it provides an opportunity for evidence-based learning and scaffolding. | Technology is useful since now students can view photographs and videos online. |
| Pause, Prompt & Praise | To provide personal recognition for a student. | This should be used to scaffold learning when a student is struggling by stopping the student, providing direction, and praising for improvement. | This fits because it provides differentiated instruction for a student who needs support to gain more understanding. | Technology is not necessary, although online feedback and support can be provided for a student’s wiki posting. |
| Setting Objectives | To help prepare students to learn by informing them of what is expected. | Should be used throughout the instructional process to keep teachers and students alike focused on learning goals. | A good fit, especially in a constructivist approach since better learning occurs when goals are kept in mind throughout the discovery process. | Technology is not necessary. |
| NonLinguisitc Representations | To teach by providing mental imagery and graphic representations. | This can help an LMS organize a lesson plan in a graphic organizer. | This fits because it provides needed differentiation for visual learners. | Technology is useful, especially smart boards. |
| Identifying Similarities and Differences | To enhance learning by comparing and classifying. | This can be used when characteristics of newly acquired information need to be examined in reference to accepted knowledge. | It is a fit because it enhances learning by providing a point of reference and requires critical analysis. | Technologies can be compared to one another and considered for usefulness in different circumstances. For example texting vs. emailing. |
| Reinforcing Effort | To show students that putting in effort makes a difference. | Library media specialists can use biographies of famous people who overcame obstacles by working hard and not giving up. | There is no underestimating the value of effort in aiding students meet or exceed any standards. | Technology isn’t necessary. |
| Cue and Questions | To help students learn more by activating their prior knowledge. | At the start of lesson by asking students what they already know about the topic or even prior to the lesson by doing a pre-assessment survey. | A fit since students synthesize prior knowledge with new information to create stronger understandings. | Online survey sites like zoomerang can aid with pre-assessments. |
| Summarizing & note taking | To help students understand what information is important to focus on and ignore what is not. | This helps students organize key information from their sources when planning the content of an assignment. | This fits since it teaches students how to critically analyze the quality of sources. | These techniques are even more important with the overwhelming amount of information at students’ fingertips when they search online. |

\* Although this item is more of a philosophy than a strategy, you should include it.